The History Teacher's Magazine

Volume III.

PHILADELPHIA, SEPTEMBER, 1911.

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The History Teacher's Magazine

Volume III.

PHILADELPHIA, SEPTEMBER, 1911.

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The Future of the Magazine

BY THE MANAGING EDITOR, ALBERT E. McKINLEY.

Two years ago, in September, 1909, was issued the first number of The History Teacher's Magazine. Founded in the belief that a professional paper was needed by the body of history teachers in America, and in the hope that there was a constituency large enough to support such a paper upon a practical financial basis, the publishers and editors entered upon the work with enthusiasm, and with the good wishes of many friends.

During the two years in which the MAGAZINE has been published, it has, if we may believe the testimony of numerous correspondents, well filled its mission. As the months passed and new fields of usefulness became apparent, the scope of the paper was broadened.

Bibliographical and critical departments were added; detailed articles upon the college teaching of history were introduced, as well as those dealing with history in the secondary and elementary schools. Many papers upon illustrative material were published, together with reprints of source-material and accounts of current events.

Two things the paper has accomplished: First, it has been an inspiration toward higher teaching standards to many teachers; and secondly, it has aided in professionalizing the teaching of history by publishing throughout the country the proceedings of associations and groups of history teachers. The editors and publishers are thankful for the opportunity which they have had to aid, at least in a small degree, in advancing these interests of all history teachers.

With regret it must be said that the paper has not been a financial success; in spite of the use of all possible means to bring it to the attention of history teachers. Many thousands of sample copies have been distributed, circulars were issued by the tens of thousands, agents were appointed at teachers' meetings, and the paper has been given a place of prominence at almost every association meeting held in the last two years. In spite of the labors of the publishers and the assistance of many friends the subscription lists have not reached a figure which would make the paper self-supporting; and a deficit of several thousands of dollars has been incurred. The managing editor has given gratuitously his time and thought to the paper.

Such a condition, however, ought not and can not continue indefinitely. A private concern cannot be expected to furnish at a considerable loss professional material for the teachers' use; and the teachers of the country, on the other hand, when the truth of the matter is made known to them, would be unwilling to accept such a situation.

Last spring, when repeated efforts to enlarge the subscription lists among those who might be interested had failed, it became apparent that the paper could be continued only by adopting one of two plans; either by materially cutting down the quality and quantity of the material printed in the

paper, or by turning it over to some institution or association which could conduct the paper without the expenses incident to its management by a private firm. The first alternative was set aside as impossible. Attention was accordingly devoted to the second alternative, in the hope that some semi-public agency might be found to carry on the enterprise.

Correspondence relating to the subject has been had during the entire spring and summer, but thus far without result. In the course of these negotiations several suggestions were made which it may be proper to lay before the subscribers and friends of the MAGAZINE.

But before giving these suggestions, a word of explanation is necessary. The publishers have not sought and do not now seek any recouping for the considerable sum they have invested in the paper; they are content with the intangible reward of a work done as well as they could do it, and with the many words of praise which have come from friends. The publishers and managing editor are now simply interested in the paper as a thing which ought to be continued, and for the conduct of which there should be some public-spirited agency in this country. The work already done in an editorial capacity and in a business way upon the subscription lists, will be gladly turned over to any agency qualified to continue the publication of the MAGAZINE.

The suggestions made by friends for the continuance of the paper are as follows:

- 1. The establishment of a guarantee fund composed of contributions from educational institutions and individuals.
- 2. The publication of the paper by the history department of one or several universities.
- 3. Its publication by one of the local associations of history teachers.
- The adoption of the paper as an organ of some historical association or of a national association of history teachers.

Whether one or another of these plans can be adopted remains to be answered by those most interested—the history teachers of the country. While the present editors and publishers will gladly co-operate with any persons looking toward the continuance of publication, they have decided that this September issue will be the last published under the present management. If arrangements cannot be made shortly for its future issue, subscribers to the MAGAZINE will be paid off in full for their unexpired subscriptions, or will be given the option of taking their balances in back numbers of the paper.

In thus bringing to a close the work of two years, the Managing Editor wishes to thank the many friends in all parts of the country, who by literary contributions and Ly words of appreciation have made the work of these months most enjoyable.

History Material and Its Keeping

BY THOMAS N. HOOVER, PROFESSOR OF HISTORY, OHIO UNIVERSITY.

This paper is not to be a bibliography of the history of any country, nor is it to be an extensive discussion of the material the history teacher is to keep. The main purpose is to give some suggestions which may help some teachers of history better to accumulate and to arrange, and therefore

better to use history material.

It would be an excellent thing, indeed, if we could take it for granted that all history teachers, even in college, knew good material when they find it, and furthermore, that all teachers of history are able to find good material. This condition, however, does not exist. Many teachers of history in high schools do not know the best books on the subjects they teach, and make no pretense of knowing or using material from the sources. This is due to different causes, one of which is that as students, in college, these teachers were not taught to use and to know material. A principal of a high school, teaching American history, had never heard of the "Federalist." Another teacher of history thought the "Federalist," and the "Madison Papers" were the same.

Another cause is the lack of library facilities where the teacher is teaching. This is one of the history teacher's greatest hindrances. The teacher in the country schools has practically no library from which he can derive any assistance. Often pupils in these schools have an idea that all the history of our country is within the covers of the one small volume used as the text. In the smaller cities there is usually no money left for the purchase of good books on history or government, after the supply of modern fiction has been purchased. Even in connection with college libraries there are persons who have advocated a policy of purchasing many cheap books rather than fewer good books with the same money, on the principle, perhaps, that there is power in the number of volumes. Many times the high school teacher is limited to the text-books because there is nothing else available.

Some college teachers do but little better. There are those who still teach in college with the use of little material other than a text-book; and sometimes a text-book is used in which the author has made "no pretense that the work is based wholly, or even chiefly, on original research."

HISTORY MATERIAL-WHERE TO GET IT.

Surely the history teacher should use vastly more than merely the text-book, and will use material not only from his own library, but also from the college or public library. He will keep in touch with the new books that appear on his subjects. But more than this, the teacher should accumulate a vast amount of material not found in any textbook. There is good material even in places least expected, and the teacher has many opportunities to collect this material. By keeping on the lookout himself, he will find in local papers, and in local governmental bodies, much material he can use. The writer of this article has collected some valueble material on Underground Railroads by getting in touch with a man who operated one of the stations and who since has written a series of articles for his local newspaper, giving a number of his experiences in connection with that business. It is not the purpose to discuss the value of such material, but surely it is of enough value to preserve.

Another means the teacher has of getting material is from the work of his students. There are in most neighborhoods subjects for investigation that will not only appeal to the student, but will result, after proper investigation, in valuable additions to the teacher's material. In making such investigations, the student should be directed by the instructor, and guided in his use of material, when he makes his investigations. Some teachers whom I know do not even have a conference with the student on his subject, nor does he know what subject is being handled. They turn their students loose, to select a subject, and to find whatever they can on the subject. The value of such work would not be equal to that done under proper direction. Some very creditable work has been done by students, on subjects upon which they were well able to get material. A student from Columbus, Ohio, did an excellent piece of work on the Columbus Filtration Plant and Water System. One from Cleveland has made a careful study of the parks and playgrounds of that city. One from Cincinnati has handled the political conditions of that city, prefacing his report with a large picture of George B. Cox. The resourceful teacher, with an interested student, can by such methods collect much material with real value.

Another sort of material is to be found in the government publications. There is more than one college professor who does not know the vast amount of history material to be found in the public documents of Congress. A professor who teaches international law had available such valuable material as John Bassett Moore's "International Arbitrations," his "Digest of International Law," and such other important material on the subject as is found in the documents of Congress, but not only were they never used, but were never even given favorable mention. One instructor in a college admitted that he did not know how to use the public document well enough to find a reference to them when given in some book. This seems sufficient to show that there is a need on the part of many teachers, both in college and in high school, to know more about the bibliography of history. A high school teacher until recently had never heard of "The American Nation, a History," that excellent work (27 volumes) edited by Professor Albert Bushnell Hart, and written by such men as the late Professors Bourne and Garrison, and Professors Hart, Channing, Cheney, McLaughlin, Greene, Turner, Dunning, MacDonald, Dewey, Sparks, Latané, and others. A college library in Ohio was without this work until about a year ago.

There is also need of collecting more material, other than that found in the secondary works. It is very evidently impossible for a teacher to arrange his material who has no material to arrange. While this article was being written, a student called for Taft's inaugural address, and the platform of the Republicans of New York for this year. Both had been preserved and had been filed in such a way that they were at once available. This leads to the second, and the main part of this paper, viz., what the teacher is to do with the material when he gets it.

HOW TO COLLECT MATERIAL. .

The teacher must be the judge of the material he will preserve. Surely, he will not attempt to keep entire files of newspapers. He will instead select from a good paper such material as is desirable. This should be carefully clipped, and pasted on paper, according to some uniform plan. A good sized paper is a sheet eight inches by eleven. These sheets should be special ruled, with a margin at the top of a little more than an inch, a wider margin to the left, and a narrower one to the right of the page. Whatever size is used, should be continued. It is very necessary that the name and date of the paper or magazine from which the clipping is taken be written on some part of the paper to which the clipping is pasted. The place at which this is written should be uniform. It is perhaps better to place these at the bottom of the paper, and at the top place a brief

heading, which will readily suggest the nature of the article. On the wider margin to the left may be written an analysis, or an opinion on the article. The same treatment should be given to material from other sources, whether from books, pamphlets, public documents, or any other source from which the material is taken. It is not a disadvantage to take books, dissect them, and preserve in this way what is wanted from

The next point in the plan is the chromatic scheme of papers for different sorts of material. This, when once adopted, should be uniformly kept. All material of one kind should be pasted on paper of one certain color, so that at any time, the teacher will be able in this way to distinguish one sort of material from another. To illustrate, bibliography might be pasted on a green paper, newspaper clippings on red, etc. In no case, however, should more than one reference be pasted on the same page. Leave the remaining space for comments.

If a more complete bibliography is needed on some particular subject than would ordinarily be used, the same chromatic scheme should be carried out, placing references to secondary books on cards of one color, references to source material on another, and references to magazine articles, etc., on cards of still another color. On the cards at the top should be placed the author's surname, followed by the given name in full; following this would come the title of the book the exact title from the title page, and not from the back of the book-with the exact references to the page or chap-

A book, however, should be so arranged by the author that it will not be difficult to give a reference to it. No book should have more than one chapter one in it. Some are so divided into books and parts, with each part beginning with a new series of chapters, that it is almost as convenient to begin at the beginning and read through, as to find a reference to it.

After the reference should come the place and date of publication. A space will still be left on any ordinary sized card for opinions or comments. It is furthermore very convenient to indicate on the card where the reference or book may be found. For example, if one should want "The Diplomatic Relations of the United States and Spanish America," by John Holladay Latané, and had it in his bibliography on such a subject as "The Monroe Doctrine," if on the card were placed H. C. L. 6386.30, he would know at once where the book could be found in the Harvard College Library. Keep bibliographies in alphabetical order.

ARRANGEMENT OF MATERIAL.

When the material is selected, is cut and pasted on the papers of different colors, it is then ready to be collected, and assorted, and put into proper place in the library. The material on the same subject should be put together and furthermore should be arranged with the bibliography in the front, followed by the material in chronological order. When the material on any subject is thus arranged, it should be put loose in a manila cover, a little larger than the paper on which the material is pasted, and folded in such a way that it will stand like a book. On the back of the cover the subject of the material should be clearly marked, the dates covered, and the number of the folder, so that material for any time on the subject may be obtained, and replaced when used. For example, if the subject is slavery, and there are several folders with material on the subject, Slavery, 1830-1840, R-I, placed on the back of the folder, would locate the material. Books on particular subjects should be marked in the same way, and should have their place along with the folders.

The great advantage of having the manila covers and the material on loose leaves is in the addition of new material, as it will from time to time be collected. It will be placed

in with the other material, without any disarrangement, and can be put just where it belongs. This, of course, cannot be done if the material is in bound volumes.

LECTURE NOTES.

The teacher should have quite a collection of his own lecture notes,-those taken when he was in college, as well as those arranged by him for his lectures, after he is out of college, and is teaching. Again, the loose leaves should be used, the notes being taken on paper with the special ruling already described. These notes should be so marked with marginal references that the teacher can quickly tell what they are. By keeping them on the loose leaves in folders, they will readily fit into the general scheme of keeping material.

In the arrangement of books treating in a general way of a long period, or of books in a set, it is advantageous to have a certain part of the library for such books, and there arrange them in alphabetical order, keeping the sets together. There should be care taken in arranging the library for the material. There should be separate compartments for the material of each subject or course the teacher gives. American history should have its place, separate from any other history. Government should have its place, and so for all

other courses.

The real history teacher no longer sits at a table and keeps his eye on the page of a text-book as a student repeats the words of that page. The teacher has but little use for a text-book. There may be some good in hearing a student repeat what he has read from a text; but if that is all a teacher is to do, one person can teach history as well as another. If the teacher does not direct, stimulate, implant the spirit of research and investigation, and cause the student to want to find out the truth for himself, he fails to do his The teacher will be greatly aided in accomwhole duty. plishing these ends by first knowing good material, and then by knowing how to arrange that material in such a way that it will be serviceable. Furthermore, the teacher will do a great service to the student, if he will start him on the way to know what good history material is, and then how this may best be arranged and made serviceable.

Ex-Mayor George B. McClellan, in his address of welcome to the various associations at Carnegie Hall, December, 1909, gave some wholesome advice when he urged that no more books be inflicted upon the world unless they have a real message. Professor Albert Bushnell Hart, in that masterpiece, "Imagination in History." the inaugural address before the American Historical Association a year ago, filled many history teachers with a new desire and determination to know more about history material and to distinguish the real and genuine from the unreal and false. He pointed out the danger in the kind of imagination in history that "invents details or seizes upon the unimportant ones, or combines them into pictures which are but the outside; which tell us nothing of the stir and movement of human souls, the clash of human wills, of the thinking of national thoughts."

President Lowell, in his inaugural address before the Political Science Association, made a plea for more careful study of politics and government, not only from the debates of legislative bodies, statutes enacted, and the like, but also from the outside world, from the actual working of the poli-

tical machinery.

It is the purpose of this paper to follow after these thoughts. Before the teacher does anything else, let him be filled with the spirit of the two great addresses just mentioned. Let him have the spirit of investigation, the real imagination, that which is from within outward, and which will make history and government subjects which are alive. Then the teacher will know material, and will by a systematic arrangement of his material, increase his own knowledge and usefulness.

The Introductory History Course

At the University of Missouri

BY PROFESSOR NORMAN M. TRENHOLME.

INTRODUCTORY: SCOPE AND CHARACTER OF THE COURSE.

The field that we attempt to cover in this course is that of the middle ages and modern age in connection with the activities and development of the peoples of Western Europe. It is therefore to some extent a general survey of medieval and modern history. As a basis for organized study and interpretation, students are required to own Robinson's "History of Western Europe" and "Readings in European History" (abridged ed.), while as a definite topical guide with references and review questions they have a "Syllabus for the History of Western Europe," compiled by the author of this article. Some students purchase reference works in addition, but most of the class rely on the reference library provided by the university, in which there are numerous duplicates of the books most referred to in the syllabus. As this course is recommended to all freshmen and sophomores as preliminary to other work in history, and to the courses offered in the departments of Economics, Political Science, Sociology, History of Art, Education and Philosophy, it is elected by a large number of undergraduates and presents some difficult and interesting problems of organization and methods of instruction.

THE ORGANIZATION OF THE COURSE.

For the last six years the course has been organized on a section basis, by which means the students are instructed in class groups of about thirty-five, instead of in one large class of over three hundred. Each section has a separate instructor, who is responsible for the work of the class under him, and makes his own assignments. The sections used to meet three times a week through the year, but the course has now been placed on a one semester five hour a week basis. Six sections are organized in the first semester and three in the second semester. On the basis of thirty-five students to a section, this provides for about three hundred in the course during the year. Six instructors do the work, three of whom, however, only teach this course one semester and give five hour a week courses in Ancient, English and American history during the second semester.

There are two features of our section plan that deserve especial mention. One of these is the provision for women's and men's sections, instead of mixed sections, and the other is the providing of a special section for intending teachers. The arranging of students according to sex was begun in the fall of 1904, and, in the opinion of all who have had to do with the course, has been a valuable change. The freshmen boys and girls, who chiefly elect the course, are new to college work and are inclined to be shy and reticent in discussion, especially in the presence of the other sex. Segregation has overcome this difficulty very largely, and has resulted in much more rapid adaptation to new conditions and a higher standard of work than would have been the case in mixed classes. In addition, there are certain advantages from the psychological viewpoint in teaching history to women alone or to men alone. Although segregation has not been carried further than the introductory course, the writer is of the opinion that it could be beneficially introduced in connection with large undergraduate classes in other fields of history than the Euro-

pean, and would result in better and more intensive work on the part of both men and women. The feminine and the masculine viewpoints in history are different, and different methods of teaching should be adopted.

The plan of having a special section for intending teachers has also been justified by good results. In this section it has been possible to lay emphasis on methods of presenting the subject-matter and on reference work and collateral reading, and, in general, develop a more pedagogical attitude toward the work than in the purely academic sections, where cultural and disciplinary aims prevail. Furthermore, the fact that the section is made up of intending school of education students gives it a certain professional spirit of earnestness, and throws together the older and more experienced students. This allows a higher grade of work to be done in the teachers' section.

While there are some obvious disadvantages in having a history class meet five times a week instead of twice or thrice, yet, on the whole, we think the change a good one. There is a maintenance of continuity of thought in connection with daily discussions and the fact that a student carrying three five-hour courses is less burdened with a variety of intellectual interests than one carrying five three-hour courses is conducive to greater interest and intensiveness. It is also some economy from the teaching side, as an instructor who teaches two five-hour courses each semester is less burdened than one teaching several three-hour or two-hour courses. It would seem that, for the ordinary courses of the freshman and sophomore years, a one semester five-hour plan might be advantageously adopted.

METHODS AND AIMS OF INSTRUCTION.

The method of instruction employed in our introductory course is a combination of the recitation and the lecture. It has been developed on the assumption that students who have but just graduated from the high schools where a recitation method is used are not prepared for formal lecture courses of the university type and yet should take a step forward from the somewhat stiffly organized and mechanical high-school recitation and benefit by the scholarship of their university teacher. We call our method of instruction, therefore, a discussion method, because it consists of an informal discussion of the topic by the instructor and the class. The former is supposed to contribute to the topic from his own reading and study, and the latter are tested as to their knowledge of the essential facts and their understanding of their meaning and significance. The element of continuity is provided for by a brief review discussion of the preceding topic of the background of the new topic. At times a source account or a group of related source extracts will be taken as the basis of the discussion, and the relation of the sources to history will be strikingly brought out. The informality of the classroom work and the comparatively small number of students in each section have resulted in developing a genuine interest in the work on the part of both instructors and students, and the meeting of a section of History I is usually an occasion for eager questioning and lively discussion,

rather than of listlessness and indifference. This has been accomplished by developing natural interests and leading the student to think rather than compelling him to remember, and by developing a rational need of information in order to explain problems of development, rather than by arbitary methods of imparting information. There is really no need for history to be a meaningless memory study and drill in factual details, when it has so much of vital meaning in regard to past and present conditions.

In order that a rational perspective may be given in the course, the first few meetings of each section are devoted to discussing the viewpoint in history, the reasons for studying history, and other questions connected with history as a worthy field of study. There is also some discussion of sources and secondary works, and of the perspective of medieval and modern development. In order that the relation of the past to the present may be properly emphasized, it has been thought worth while to spend some little time in discussing present-day conditions before taking up the past, and, accordingly, we have begun the history study in the course by a brief survey of existing political, social, religious and economic conditions. Emphasis is laid especially on the prevalence of national states, in contrast to the imperial ideals of ancient and medieval times, on religious toleration and the variety of religious organization, as opposed to uniformity, and the state church of the past, on popular representative government or democracy, as opposed to royal absolutism or aristocracy, and on the prevalence of the economic factors today over all personal or sentimental considerations. We have found our students woefully ignorant of present-day government and politics, and this little introductory survey has resulted in giving them some definite knowledge of present-day conditions, so that the meaning and significance of imperialism, nationalism, feudalism, the rise of the third estate and of economic, social and religious changes have become clearer when connected with their remote results in the present. At the same time, we do not neglect to emphasize the great classical background as summed up in Roman imperialism, and considerable time is spent in discussing the transition from Roman to Germanic-Roman Europe, and in discovering in what ways Rome continued to influence western Europe. Throughout the entire course the aim of the instruction is to get below the surface facts and develop an understanding and appreciation by the students of the historical development of Europe in its various parts and as a whole, and to especial-

ly emphasize those factors of growth and change that lead up to present conditions. The discussions in the class room are not upon questions of fact so much as upon questions of relative influence and importance. Accuracy of information is made the basis for correct generalization, and no student is allowed to make a hypothetical statement unchallenged. This results in sound scholarship and sound understanding—two essential things in the proper study of history.

Some map work is done in close connection with the class-room topics. Thus, when discussing feudal France, the students prepare a map showing the great feudal divisions of medieval France as a part of the lesson. Wall maps are constantly used, and are kept before the class, so that in time they become familiar. An occasional written exercise is given in place of the oral discussion-a sort of hour examination-and in the middle, and at the close of each semester, a more formal review examination is given as a test of the students more permanent knowledge and of the power of thoughtful organized presentation of the subject matter. Grades are assigned on the basis of the oral and written work and attendance. More stress is laid on class-room discussion, however, than on written examinations. As regard reference and collateral reading, all possible facilities are provided, and the students are encouraged to follow up their topics in the chief secondary works. The results of this reading are brought out in the class-room discussions, and credit given for its performance when good results are evidenced. There is, however, no attempt made to compel students to do library work. They are held responsible for a good knowledge of history, and they must use their own methods of outside work in acquiring that knowledge. Required note books, reading notes, bibliographies and so forth are not a part of our course. The loading up of an introductory history course with too many mechanical requirements robs it of interest and vitality, and makes it too much a series of required exercises, which are looked on as drudgery by students.

RESULTS IN CONNECTION WITH THE INTRODUCTORY COURSE.

We have come to regard our introductory course as the most interesting and really satisfactory course that we are able to give. It seems to meet the needs of our freshmen and sophomores much better than a large lecture course would, and they seem to find the work in it really interesting and profitable. The instructors take pleasure in their work, and are proud of their classes, and this is a pretty fair test of the success of any course.

History and Government in the Secondary School

The Making of an Historical Museum

BY ALBERT H. SANFORD, STATE NORMAL SCHOOL, LA CROSSE, WIS.

The writer's experience in collecting historical relics may be of interest to history teachers who are making every effort to move toward the vital and away from the formal in their work. No argument need be made for the value of relics in rendering history lessons more vivid and interesting. They enable the pupil to come into first-hand contact with the past; as, for instance, when he sees in the museum in question an old Dutch brick from the

Sleepy Hollow Church; a steel used for striking fire before the invention of matches; some land patents of 1855, bearing the signature of President Pierce; an old revolver, of which the barrels revolve, instead of the cylinder; some election ballots for the years 1864, 1866, and 1868, the two latter printed upon wall paper.

The gathering of these and many other articles of interest was a gradual process, but it involved comparatively little search or labor. Very few of the relics were solicited, and none was purchased; but whenever a donation or a loan was made, a careful record was kept, and an item was inserted in each of the local papers; and in the school paper, acknowledging the favor and expressing thanks to the individual from whom it came. Sometimes a general statement was added intended to encourage other similar favors. The number of instances in which the publication of such

an item was followed immediately by the offer of another gift or loan was remarkable. Our experience furnishes clear evidence that historical relics of value are not rare in communities like this; that sometimes they are a burden to the house-keeper; and that it is frequently a source of genuine pride for the owner to contribute such articles to a public institution. If any persuasion is needed to bring the relic to the museum, arguments showing the greater safety from destruction, from careless handling, and from fire, that the school building and the museum cases furnish, are sufficient.

The first contributions to this museum came, most appropriately, from the stone age. The stone and copper implements of the Indians, the fragments of pottery, and the pipes, that are so common in this State, were donated in large numbers. Here, too, are some woven mats that were found in cliff caves above the Columbia River.

The most interesting Civil War relic that has been acquired is a Confederate \$1,000 bond, picked up by a Union soldier in the capitol at Richmond on the day after its evacuation. When the war was over, our veteran became provost marshal in Virginia, and preserved original blank forms of the "parole" and "amnesty oath" then much in use. Some of the former bear the signatures of Confederate soldiers. There is also a copy of the celebrated wall paper edition of the Vicksburg "Daily Citizen" of July 2, 1863. Some paper cartridges of Civil War times, in proximity to specimens of the earliest (Lee) metal cartridges, and others of Spanish War times, show an interesting line of evolution. "Canister" and "grape shot" are vague terms to most students; the sight of these projectiles makes the horrors of war more impressive.

Accompanying these are cannon fuses and "eight-second" fuses for shells.

Perhaps nothing in the museum makes the Civil War more vivid than the copy of the Chicago "Tribune" for April 14, 1862, containing news of the battle at Pittsburg Landing. Most impressive are the columns containing the names of the dead, wounded and missing. Some raw Wisconsin regiments were at the front that day. Can the pupil imagine himself searching those columns when the paper arrived fresh from the press? Numerous other papers, both Northern and Southern, were preserved because of the important news they contain -the surrender of Vicksburg, the nomination of McClellan in 1864, and the death of Stonewall Jackson.

A few relics have come from Revolutionary sources. Such are a wooden barrel-shaped canteen, like those seen in pictures of Revolutionary battles; an epaulette worn by an officer in that war; a leather pocket-book stamped with the date 1782. The most valuable reminders of those times, however, are a sample of North Carolina currency issued in 1776, and a Continental note of 1775; the latter was a loan which has recently been removed by its owner, who was a graduate from the school.

The value of the Continental paper money is shown in copies of the "New Jersey Almanack" of the dates 1778, 1779, 1780 and 1785. These contain tables of depreciation fixed by several State governments. One table shows how the money declined in value daily from January, 1777, when it was quoted at par, to May, 1781, when \$100 in paper was worth sixty-ninetieths of a dollar. These almanacs, and others of the dates 1804, 1806 and 1807, contain interesting reflections of the life

and ideas of those times. Among other miscellaneous items of information is the following: "Remedy for Consumption; published by a Gentleman from experience: One ounce of the juice of Horehound, in a pint of milk, sweetened with honey; to be taken every day for a considerable time."

European history is represented by a few interesting relics. There is a diploma granted by a German university to a graduate in forestry and dated 1807—precisely one hundred years before the State of Wisconsin became interested in that subject. Most valuable are two letters written by a soldier in the Prussian army during the Napoleonic wars. One is dated July 31, 1815, a short time after the battle of Waterloo. The soldier's description of his experiences in that battle is brief, but vivid.

In anticipation of future interest in certain public characters of to-day, autographs have been preserved written by William J. Bryan, Captain Hobson, Senator Tillman, Mrs. Booth, Archbishop Ireland, and others. An autograph letter from John Hay was also given to the museum. A small collection of old text-books has been accumulated, and a geographical museum has grown to some proportions at the same time. The writer is convinced that it is possible to have a similar historical collection in every school. When once established, it constitutes a bond of union between the school and the community. Moreover, the school is the natural repository for such tangible articles as are evidences of the lives and experiences of past generations. Careless hands are constantly destroying these mementoes, and we cannot too soon begin to preserve them for the instruction of our own and for the benefit of future generations.

Pictures: Their Use and Abuse in History Teaching

BY EDGAR W. AMES, HEAD OF DEPT. OF HISTORY, TROY HIGH SCHOOL, TROY, N. Y.

It has been said that "a room hung with pictures is a room hung with thoughts," and we might paraphrase this and say a text-book filled with pictures is a book filled with thoughts, but unfortunately this is not always true. If it were true, the "dry bones" of history would be "clothed upon with the flesh of life," and the girl who said she was glad she did not live two hundred years from now because she would have so much more history to learn, would not have felt impelled to voice her troubles so frankly.

A picture should be used in the teaching of history not "only to point a moral and adorn a tale," but to make the events described seem real to the student; to give him a clear idea of the appearance of the personages who move across the historical horizon,—a rather dim one sometimes,—to illustrate the life, manners and customs of the people; and to make known their art, literature and science. We may find some of these pictures in the text-books, some in magazine articles, or in any of the varied places they may be obtained. There is an immense number of them, and it would seem as if with this wealth of material that something must be fundamentally wrong when the cry is so generally made that history is dry and uninteresting. It is the exception rather than the rule that a High School student studies history because he is fond of it. He studies it because he thinks it may be easy or because he is forced to take it, either by some college entrance requirement or because his particular course calls for it, this being especially true of his senior year.

If the student is not interested, the fault must lie in one of three places, in the student himself, in the teacher, or in the textbook, or it may lie in a combination of the three. Not long since the following questions were given to sixty-five students who were studying one of the best text-books in American History.

- Do you make use of the pictures in your text-books while studying your lesson as a help in understanding it? If not, why?
- 2. Do you consider the illustrations in your text-books interesting?
- 3. What sort of illustrations do you like best for a history text-book?

The result was startling. Thirty did not use the pictures at all; twenty-one used them sometimes, and the remaining fourteen said they used them, qualifying their statement, however, by saying they did not consider the pictures in their text-books interesting. It of course followed that the majority of the fifty-one found the pic-

tures uninteresting. The answers to the third question were varied. Among the kinds mentioned were battle scenes and pictures of action in general, cartoons and pictures to show the customs of the times, but no one mentioned portraits of famous men.

Although this questionnaire is of value in our discussion as giving us the student's viewpoint, yet we must remember that the average High School student has no sense of value in a picture. He sees a chromo of "The Spirit of 76," given as a prize for a pound of tea, and calls it beautiful. He sees a copy of Rembrandt's "Sortie of the Civic Guard" and finds no beauty in it. Frans Hals' "A Jolly Man" may appeal to him because no one can see the picture and not feel that he is face to face with life, uncontrolled life perhaps, yet one must believe that the man lived at some day in the past and that life meant to him a jolly, care-free existence; but as a picture to be studied as a type of life of the early 17th century, it would have no meaning to the average High School student. Is the student to blame for this lack of knowledge? Most certainly he is not. The fault lies beyond him. He can learn only what he is taught, and students are not taught to appreciate the value of good pictures.

Let us look beyond the pupil to the teacher. Do the teachers of history try to teach their students by a careful use of illustrative material? Each teacher who is asked such a question would of course say "Yes, indeed, I take pictures to class every day to show my students. They bring to class all the illustrative material they can find." That is probably true. But is it better to have a great many ordinary pictures cut from magazines, displayed before the class, or is it better when the Napoleonic Wars are studied, to take one good picture, such as Gerome's "Napoleon and the Sphinx," and look carefully into its meaning? The answer is not far to seek. In the press and hurry of the day's work the ordinary history teacher feels that she has no time to study art; and yet it is the most prolific source of help to make history real, not only European and Ancient history, but also American history. The teacher would find much help if she would use the illustrative material in the textbook, but it is a safe statement to make that to ninety per cent. of the teachers of history, the illustrations in the text-books are as if they were not. We are so anxious to teach the students the facts in the book, that we pass entirely over the illustrations that are put there to help us. However, this may not be the wrong thing to do with some pictures, and so in our search for this weakness in our history teaching we are brought to a consideration of the third point.

Is it rank heresy to question the illustrations in the good text-books? Can it be that these excellent texts are lacking in

this respect? They have many illustrations. All the prominent historical characters appear there. We see Columbus, Washington, Lincoln, all in their proper places. There are battle scenes, inventions, colonial houses, the manners and customs of the people; and in spite of it all, as we have shown above, students pass over the pictures with little or no attention.

A suitable illustration for a text-book in history should have three qualities. It must be of interest to the average student; it either must attract his attention at once, or be of such character that, with the help of the teacher, the student may recognize the picture as an interesting part of his work. In the next place, the illustration must be an aid to the text. As it is placed in most of the texts to-day, it is not an aid to the student in attempting to grasp the work. Cathedrals, town walls and medieval towns may have inherent beauties but what teacher can arouse interest in European history by reference to the average picture of these features as found in the text-books?

In the third place, the illustration must be historically accurate. Many texts show the picture of Columbus. If he resembled all the pictures published of him, he must have been exceptionally accomplished in "changing his face" If one of those pictures is accurate, the others cannot be, and to say the least, certainly must be confusing to the student. This applies to many of the so-called portraits found in the textbooks. They may look well on the page, but as helps to the student, and that is what the illustrations are supposed to be. they are of no value whatever. An example of another class of these valueless pictures is Leutze's "Washington Crossing the Delaware," which is seen so often in our text-books. Caffin in his "Guide to Pictures" says of it, "History tells us that the crossing began early in the evening of December 25, 1776, and lasted until four a.m. the following morning. Does this picture represent the dimness of a winter twilight, much less the gloom of night? Leutze probably had no thought of representing this aspect of the truth or the effect that light would have upon the appearance of the figures. A similar artificiality appears in the representation of the ice, for the lights, shadows and gleams are a very different thing from the painted blocks representing the effect of real ice as seen in real light.

"What of the point on which he relied—the grouping of the figures in the fore-ground? It is a ticklish job to pull a boat through a mass of floating ice cakes. Do you think Washington and the flag bearer would have increased the peril and difficulty by standing up? They and every man not actually engaged in navigating the boat would have been sitting low down, so as to help preserve the balance and offer as little resistance as possible to the wind. Leutze failed to realize that in a picture a deeper

sentiment may be aroused by a simple truth of representation than by a display of mock heroics." Caffin might have added to this arraignment of the historical accuracy of the picture that at the time Washington crossed the Delaware there was no flag with its stars and stripes for anyone to carry.

Since these are the facts, is there no remedy? It does not follow that because some illustrations are bad, because some are unfitted for study, that all are so. There is a text for a whole lesson in Stuart's portrait of "Washington," in the "Puritan," and "Lincoln," of St. Gaudens. The "First Prayer in Congress," by T. H. Matteson, breathes the feeling of need for help experienced by the leaders of the Revolution. The colored illustrations in Mace's School History cannot fail to arouse the interest of the boys and girls who study them. Do you doubt that "The Waiting at Concord Bridge," by N. C. Wyeth, or the "Escape of Arnold," by Howard Pyle, would arouse interest? In the former there stands facing you a little group of men, waiting. They are evidently farmers, armed with their old muskets, pitchforks, or whatever they could catch up in their haste, ready to meet they knew not what. It is a disorderly assemblage, disorganized, yet you feel that they realize the coming crisis. One is fixing his gun, another pulling his hat down tightly, and in the center of the crowd is that person ever present in such a body-the one who stands with wide-open mouth to see what is going to happen, with no realization of its seriousness. Far in the background you see hurrying across the fields and down the road other dim figures, all hastening up to drive back the oncoming British. But far above the commonplace figures, or the ordinary scenery is the expression on the faces of those who wait. They seem to know that the "shot heard 'round the world" is to be fired, yet they are not afraid.

In the "Escape of Arnold," Pyle tells the whole story. The bowed head of Arnold as he comes over the side of the "Vulture," the sneering looks of the officers who receive him, tell of the life-long agony of self-contempt and the hatred of the world, better than any words can do. I have never known a class to look at either of these pictures without that hush of feeling and understanding that we so desire and so seldom have, that tells us an historical truth has been understood.

Much good material will be brought into class by the students, but let the teacher accept only that which is good. If the students bring the penny pictures, so easily obtainable nowadays, train them to pick out the ones that have a meaning and then teach them to understand fully the meaning. If the pictures are put in the notebooks, do not accept the work unless a proper description accompanies each picture. It is true that sometimes it is not

possible for some students to collect many pictures for the note-book. They have not the sources in which to find what the others have found, and yet even they may be taught to seek for the best.

Let the teacher use whatever is of value in the text-book. Even though it points out no way, and though the pictures are confused, and only put in to look well, the live teacher can make use of the best in the book while supplementing what may be necessary. Use the pictures with thought in them,-pictures with figures, that, like Rembrandt's "Syndies of the Cloth Guild." "occupied without acting, they speak without moving their lips." If the teacher knows the good pictures of the period being studied, then the work will be simplified, but the teacher may not expect of the pupil that which she herself does not know.

Let the walls of the recitation room be

hung with good copies of famous historical paintings. Students from all kinds of homes come to this room, and even for the short time of the recitation period association with that which is best in historical pictures cannot fail to have its impress. If it is possible to do so, it will be found of help for each class to leave behind it a copy of some good historical painting, for then it will feel that it has had some small share in helping future classes to know what is good and beautiful and that they may be helped in their work. If it is not possible for the class to purchase a picture, they can certainly leave behind them some of the good illustrations they have found, and a portfolio for the use of future classes may be formed. It a frame with a movable back is made, it will be possible to have one of these pictures before the class each day, and the interest of all will be found to have increased many fold.

In conclusion then, we find that the fault lies in the teacher and the text-book, and not in the student: and that the remedy is a close correlation of the pictures concerning the period with the history of that period. The average teacher understands that the carved forms of the "Wrestlers," or the graceful figure of the "Winged Victory of Samothrace," typify clearly and distinctly certain phases of Greek history, but she should understand just as clearly that Remington's "Broncho-Buster" typifies a phase of American history, and as the Surrender at Breda" illustrates fully a certain period of European history, so "Cromwell at Whitehall" teaches the lesson of England's Civil War. When we have such pictures in our text-books, and best of all when our history teachers know the best pictures concerning the period studied. then it will be found that the student will take pleasure in his history lesson.

The Life of the Middle Ages

BY DANIEL C. KNOWLTON, PH.D., BARRINGER HIGH SCHOOL, NEWARK, N. J.

Its Importance.

Professor Emerton once said, "The historical teacher finds himself slowly coming to the conclusion that 'medieval' means rather a set of ideas and forms of society than a period of time. He becomes interested, not so much in fixing definite chronological limits to the medieval period, as in determining with clearness just what are medieval ideas and forms, no matter where he finds them." One of the most important considerations for the teacher then, is the presentation of enough of the life and thought of the middle ages to enable the student to form a clear conception of the meaning of the term medieval. It is undoubtedly this institutional or cultural phase of the subject which calls for the greatest emphasis. One of our foremost scholars voices this idea in no uncertain fashion in the preface to his textbook on the Middle Ages, "In this text-book three subjects have been emphasized: first, the work of the Christian Church, the greatest of the civilizing agencies; second, the debt which we owe to the Byzantine and Arabic civilizations; third, the life of the times." These words should represent the attitude of every secondary teacher toward the subject.

It is easy for the instructor to neglect this aspect of the middle ages for the sake of building an elaborate framework of political history. In too many cases, however, the structure speedily collapses like the proverbial house of cards. The very attractiveness of this cultural phase of the subject, and the readiness with which the student seizes upon its details often encourage the teacher to take too much for granted. The ease with which the student grasps these facts prompts him to conserve his energies for the presentation of some difficult point of political or ecclesiastical history.

This shifting of responsibility to the already overworked text-book may also be due to a feeling of unfamiliarity with medieval life. It certainly requires more or less of an effort on the part of the teacher to project himself into the life and thought of a period so alien in its conceptions to our present day conditions of living. It is the most natural thing for the instructor to follow the line of least resistance and, instead of leading the class, to allow himself to be lead by them. This is likely to be the case if the presentation of medieval life is one of the strong features of the text-book in use. The teacher is thereby missing a golden opportunity of deepening an impression already produced and of creating a life-long enthusiasm for his subject. It behooves him then, to plan just as carefuly for these lessons on the culture of medieval Europe as for those which deal with more abstruse and less interesting topics. This material should be carefully analyzed and ample time should be allowed for its discussion. An excellent opportunity is presented for the use of illustrative material and for the encouragement of outside reading.

Relation to Political History.

It does not matter so much at what point these topics are introduced as that they should be presented in connection with those movements of which they are an integral part. The crusades naturally suggest the trading activities of the times, the consequent growth of towns, and the characteristics of town life. In a similar fashion the instructor naturally passes from a consideration of the legal aspects of feudalism to the life of those individuals who stand at the antipodes of the system, the peasant and the noble. Although the class may devote a considerable portion of its time to

these aspects of the middle ages as the various movements pass before them, there usually comes a time—probably just before the discussion of the Renaissance—when the instructor feels the need of bringing together and unifying this scattered material. A review of this character assists the student materially in grasping the significance of the changes which marked the new epoch. There is also a decided advantage in passing finally, before the class, once and for all, in kaleidoscopic fashion the characters who really made medieval Europe what it was.

A Method of Presentation.

The writer has tried the following method of accomplishing this result with some success. Each member of the class was assigned some character peculiar to the age, e. g., a priest, monk, noble, peasant, craftsman, or student, and was instructed to inform himself thoroughly as to the life of that individual. For the time being at least he was to imagine himself a craftsman or student, and was to give the class a sketch of his career, striving to include within his narrative as many interesting and pertinent facts as he could derive either from books or pictures. He was given the option of presenting this material orally or in writing, but in either case it must be given in the first person. Finally he was cautioned against confusing conditions which prevailed in different centuries in view of the great changes which came with the lapse of time. Ample time was allowed each individual for collecting and arranging his material.

References.

The following books were suggested: Cutts, "Scenes and Characters of the Middle Ages;" Jessopp, "Coming of the Friars"

(especially chapter 2 on Village Life, chapter 3 on Daily Life in a Mediæval Monastery, and chapter 6 on Building up of a University); Emerton, "Mediæval Europe" (chapter 13, on Intellectual life, chapter 15, on Organization of the Middle and Lower Classes, and chapter 16, on the Ecclesiastical System); Seignobos, "History of Mediæval and Modern Civilization" (chapter 13, on Cities of the Middle Ages and chapter 15, on the End of the Middle Ages); Robinson, "History of Western Europe" (chapter 18, on the People in Country and Town, and chapter 19, on the Culture of the Middle Ages); Robinson. "Readings in European History" (the chapters corresponding to those in his "History of Western Europe"); Ogg, "Source Book of Mediæval History" (chapter 15, on the Monastic Reform of the Tenth, Eleventh and Twelfth Centuries, and chapter 21, on Universities and Student Life); Adams. " Mediaval Civilization" (chapter 12, on the Growth of Commerce and its Results); Cunningham. "Western Civilization in its Economic Aspects, vol. II (secs. 95-96, 99-106); Gibbons, "History of Commerce."

Several books illustrative of conditions in England were also suggested, as for example, Cheyney, "Industrial and Social Life of England" (especially chapter 2, on Rural Life and Organization, chapter 3, on Town Life and Organization, and chapter 4, on Mediæval Trading and Commerce); Jusserand, "English Wayfaring Life in the Middle Ages" (Pt. II. on Lay Wayfarers, and Pt. III. on Religious Wayfarers, Traill, "Social England;" and Cunningham, "Growth of English Industry and Commerce."

Character of the Work Done.

The following sketches, which were published in the school paper, illustrate the character of the work done by the class:

St. Hugh of Avalon.

I was among the founders of that famous Carthusian Order. When Bruno of Cologne started out with three companions and two laymen, I accompanied him. He had secured a tract of desert land from the bishop, and now he was starting out to found a monastery. We took several days to decide on the spot of our future home. We at last settled on a desolate place, where we built our cells and the cluster of huts which later resulted in the famous monastery called Grande Chartreuse.

We all lived together in the same precinct, each in his own cell, in which we were supposed to spend the majority of our time, although some monks who were not worthy of our order disregarded these restrictions and wandered about at will. The only time we were to leave our cells was when we went to a church service or when we had a special feast together. For twenty years I lived in this isolated way, having my food placed each day in the window by a layman. The food we had was very little; we were never allowed to touch meat, except on Sundays or on feast days. When we ate in the refectory with the brotherhood we were allowed fish and cheese besides our regular fare, which consisted of

bread and water and the few vegetables we could raise in our own little garden. I was left alone both morning and night without a soul for company. In the daytime I was taught the use of tools and the trade of a carpenter. I also spent a few hours every day copying manuscripts, chiefly of the Holy Scripture. Although this was hard work it helped to pass away a good many hours which would otherwise have been spent in idleness. In this line I was much needed, as good writers were very valuable at that time. For the little time allowed me for my garden I was very thankful, as it was the only pleasure I had. This life in the monastery was very hard, but I was particularly fitted for this work by the hand of God. All this time spent in the monastery was not wasted, for at last I was to receive my reward. At last I was to discard my horsehair garment which I had been compelled to wear next to my skin for the better part of my life.

When Alexander III imposed upon Henry II a penance for the murder of Becket, commanding him to build three religious houses in England, the first of them became the houses of the Carthusians at Witham, in Somersetshire, and of this house, I. St. Hugh of Avalon, was made the first prior. The life was much easier than that of the monk. I was allowed to eat with the brotherhood and had several other privileges which were before denied me. I was yet to rise higher in the service of the Church. After serving the Church as a prior for ten years, I became Bishop of Lincoln. I was now at the head of a group of monasteries, and had complete control of them, but I was subject to the archbishop. I also had control of some land which was allotted to me. had the privilege of granting to knights tracts of land in return for which I usually received money in the form of tolls and church scot. I also had the power to settle disputes among the priors and other churchmen.

Although I helped to support this order with all my influence and good name we were never very popular among the people. We, of all orders, were faithful to our yows to the very last and never withheld any of our restrictions; but in spite of this I am compelled to confess that the greatest number of dioceses we had in England at one time was nine, and I die now chiding the people for the lack of interest they had in our great work.

The Student.

To begin with let me say that, if I had to start my career over again, I would under no circumstances start out to be a student or a man of learning. In these times of war and bloodshed there is no room for the scholar or the artist or the philosopher. I can read and write, therefore I am despised and practically an outcast from society. But I was born free, although not rich, and therefore had to make my own living. I have not the build and strength of limb to become a fighting man, so I had no alternative. I received my education in a monastery, having for my teachers members of that great and good order of St. Benedict.

But when my education was complete I had to choose between two occupations. Either I must be a monk and live in a secluded monastery, or I must live a roving life, going from eastle to castle doing small services in writing for the great nobles, for which, when I am fortunate to get any work, I am fairly well paid. Then after all my work is done my employer signs the paper with the point of his dagger, but I, who am despised, could have signed it with

the point of a pen. I lead a roaming life because I cannot stand being shut up in a monastery, but that is what I shall finally have to come to when I get too old to travel about. In many ways my lot would be better if I were a monk. As it is I am scorned by every one, taking their cuffs and insults because I am a man of learning instead of a man of war. The monk is respected because he is feared. He is a representative of the Church and an insult to him would bring quick and terrible retribution to the most powerful nobleman. The awful revenge of the Church is more to be feared than the anger of the king.

But although I am looked down upon, still my services are at times very important to the rich. If I can manage to be on hand at the knighting of some nobleman's eldest son or at the marriage of his eldest daughter, I reap a golden harvest. Drawing up the papers on these occasions is my chief and most lucrative duty. At other times I am hired to read papers and write answers to them and in this way I manage to make a miserable living.

The life of the man of learning of this age is positively the meanest existence of any, with the possible exception of that of the lowest seri. My advice to all boys of this age is to be fighting men, because your position in society depends entirely upon the strength of your arm and your skill with horse and lance.

EXCHANGE OF TEACHERS.

Harvard University has arranged an annual exchange of teachers with four of the colleges in the Middle West,—Colorado College, of Colorado Springs, Colo.; Grinnell College, formerly Iowa College, of Grinnell, Ia.; Knox College, of Galesburg Ill.; and Beloit College of Beloit, Wis.

Every year, until the arrangement is terminated, Harvard University is to send a professor who will spend an equal portion of half an academic year with each of the four colleges mentioned above, and during that time will give to the students of these institutions such regular instruction in their courses as may be arranged by their Faculties.

In return, each of the four colleges is expected to send to Harvard University each year one of its younger instructors for half a year, and during that time he will be appointed an assistant in some Harvard course; he will teach and will be paid as though he were a regular member of the Harvard University staff. Unless by special agreement, he will not be required to give more than one-third of his time to teaching, and may devote the rest of it to graduate and research work in any of the department of the University. Each college is to notify Harvard University of the appointment as early as possible in the preceding year.

The arrangement will go into effect in the academic year 1911-12. The first professor of Harvard University to take part in this exchange will be Albert Bushnell Hart, Ph.D., LL.D., Litt.D., Eaton Professor of the Science of Government and Chairman of the Department of Government. His term of service will fall in the second half-year.

Civics in the High School

BY MISS FLORENCE E. STRYKER, STATE NORMAL SCHOOL, MONTCLAIR, N. J.

When a plan of study or a special method of teaching is presented by so honorable and eminent a body as the New York Board of Regents, it behooves us all to receive it with not only respectful consideration, but with a natural bias in its favor. We are sure it has been conceived with earnest thought and matured and digested in every detail, and that it carries with it the dignity and force of a sincere purpose and a progressive ideal. Yet, before we give up certain old and tried methods of work, that have borne the brunt of many a school-room campaign, and whose results have been found worth while by so many veterans in the field, it is but natural that we pause a moment and examine this older fashion before we adopt the new, in order to see if any reasonable foundation has existed for the faith that we have been following. The most striking feature in the report is the reversal of the usual order of presentation, giving to the high-school students the local unit first instead of beginning with the national system. It is stated that the old way generally failed to use the small amount of concrete material available, and civics became too bookish and abstract, and the pupils learned facts unrelated to daily life and daily duties, and that local government is historically the source of all government.

The little I have to say therefore on this report might be termed a question rather than a comment, and is not a defense, but an inquiry into some of the values of the other plan of teaching civics in the high school, the presentation of the national rather than the local unit point. As to the method of teaching civics in the grades below the high school, we are all heartily of one mind. The home, the school, the community are, to the child, the natural doors into this field of knowledge. He has no historical backgrounds, and these are the institutions that lie the nearest to him, and this the true method of approach; on this point there is no question.

But is the high school pupil in exactly the same mental state as the child in the grades? Is the method of approach, so admirable in its results with the boy or girl of eleven, twelve or thirteen, necessarily the only way in dealing with the maturer mind of the older student? Here, perhaps, there may be a question, or at least an opportunity for discussion.

In the first place, what is civics? Is it only the study of a great organization for the efficient conduct of a business that we call government, or is it the study of institutions whose meaning is the expression of a race's conception of the relationship men bear to one another in this world?

As the majority of us believe that these institutions, noted as they are in the ex-

perience of men for a thousand years, are we'll worthy of study from the historical side, we cannot teach civics without some consideration, however slight, of their origin and development.

It is stated in the report that because the local unit is the origin of all government it should be presented first. If we look back through the dim past to the family clan, to tribal relations, to the Teutonic folkmote, this is of course true; but is it true as far as the average high-school boy and girl are concerned? What to him is the ancient hundred or the German mark or Frankish law codes. The only origins he is practically acquainted with are of the old colonial type, and have we the time to lead him into these distant fields in the woefully short period of a high-school course? Every high-school pupil has been drilled in American history in the grades; indeed, we often sadly say that is all the history he knows.

No matter how painfully deficient he may be along the lines suggested by the Committee of Eight, he is, as one boy once said proudly to me when I hinted that he seemed very ignorant of general history: "Well, anyway, I know all about them colonies." Even if civics is not taken up until the third or fourth year of the high school, there is still a latent knowledge of American history lying dormant in the student's mind. In beginning our work then along the line of the national system, the boy or girl meets old friends-the colony and its government, the government of England, the king and parliament, councils, courts, etc. These are familiar forms, and the tracing of even very simple lines of historical development he understands and appreciates and usually enjoys. He likes to bring this knowledge of the past to bear on the present, and once having grasped the great fundamentals so curiously and steadfastly interwoven into the very fibre of Anglo-Saxon lawmaking, he applies them, so to speak, down the whole line, picks out the various functions of government, the ideas of the separation of departments, the power of the executive, the limitations, of the legislative, grand and petty jury system, the county and town meeting, and the like, and traces them with interest as they appear in the national, state, county and local organizations.

He proceeds from the less known to the unknown in an apparently logical order, and if his study of American history has been a recent one, or is correlated with the civics, or if, better yet, he has had a good course in English history, then his attitude is still more intelligent. In beginning with the local unit, is it possible to obtain such continuity of thought? Do we lose on this side of our work? When we

attempt to trace the origins of the subordinate parts of government we find ourselves often in a confusion of relations and the mind of the student does not seem to respond so quickly to the stimulus. I do not mean for a moment to suggest we cannot teach any simple origin beginning with the local unit successfully, but it seems more difficult in actual practice.

Another condition I have noticed that bears on this inquiry is the striking nationalistic attitude of mind that we find so generally in children of high-school age. Why this is so I leave to the psychologists, but experience proves that the average student in the high school sees life in the large. The picturesque, the romantic, the dramatic, the big appeals to him as the roar of the world outside sounds near.

For some reason the United States government seems to him the most interesting form. It may be perfectly true that, as one eminent educator said in discussing this question, the only way the United States touches the boy is when he goes to the postoffice or some of his family or friends get called down for breaking the tariff laws. Technically this may be so, but, in fact, the high-school student is filled with an intense feeling of country.

In some great cities like New York, he may possess a definite civic pride and feel an interest in the personality of its rulers, but to the majority of our boys and girls the "real thing" is, as they express it, these United States. In our foreign children we cultivate this patriotism by many definite devices, and it bears its legitimate fruit in later years. Now we fully realize that it is our business as teachers to cultivate a feeling of state, city and town patriotism. We know that our deepest interests, our most important issues, lie there: this we all agree upon, but in order to do this, why is it necessary to shut off this great current that runs so strong in our students of national appreciation and loyalty? Why not use this power as the chief dynamo to electrify the whole vast system?

By beginning our work along the lines of natural interest, and taking advantage of this peculiar condition of adolescence, can we not create so keen a patriotism, so intense a feeling for the value of government that we carry this interest into all forms of local and state institutions. If the boy is taught an intelligent Americanism, he can be made to see clearly that he must be a good New Yorker or Jerseyman, and that the same necessity compels him to be interested in his town or city. It is possible, of course, with skilful teaching, to create strong interest in beginning work along the lines the syllabus suggests, but it is apparently more difficult.

I have asked many teachers as to their

experience in this respect, and almost always have received the same answer. The classes are indifferent to any governmental form but the national in the beginning of the work. Not long ago a dear little girl, one of our students out practicing, said to me with a sigh, "It's so hard to get them interested in Hoboken."

Of course, they should be interested in Hoboken, but whether opening the work with Hoboken streets or its fire department or its garbage plant is the best way to inspire these German and Italian children with a sense of the value and meaning of government is perhaps a question.

Another point, the most serious in my estimation, is the number of practical difficulties that seem to lie in wait for us when we begin with the local unit in high-school work. We are always limited by the actual overlapping of powers and-troubled by the complexity of the modern local governmental organism.

In the November, 1910, number of The History Teacher's Magazine, in an article on the teaching of civies in the high school at Evanston, Ill., the author states the order to be as follows: national, state, local, for she says, "Local government in Illinois is much complicated with the mixed county-township system. Long experience has seemed to prove to us that for us the national government furnishes the simpler mode of approach, and since civies is taught to immature minds, it is of vital importance to arouse interest in it at first."

It is this confusion of interests that makes the work difficult. In teaching the city government we run up against the state. It has definite ways of controlling and changing the city organization, and we are forced to show to a high-school student these state activities which we can ignore in presenting the local unit in the grades. The county system is closely connected with the local community, and the state not only is inextricably interwoven with all forms of our daily existence, but it has also its own limitations; for illustration, in teaching our state government in New Jersey we find there are definite restrictions laid by the state constitution on the powers of the legislature, also a group of limitations laid on states by the United States. All this must be explained. In approaching the subject from the old way, the limitations on the state by the United States are understood, and the limitations laid by the state constitution is the only new matter to be absorbed, and is easily grasped. Indeed, the very study of so small a unit as the school district necessitates a study of state laws, state taxation, and, in rural communities, county jurisdiction as well.

So tremendously complex is our local government, it consists of such a mass of intricate details, that any adequate treatment of the subject seems at first to overwhelm the immature minds of our boys and

girls, somewhere in this forest of facts, they lose the broad outlines of the great fundamentals of government. The old way offers a simpler problem in the beginning to their untrained intelligence. In the outline offered in the syllabus, in the choice of topics and material, an effort has been made to minimize this objection as far as possible, and it is admirably constructed, but in practical teaching, even with the best-planned system, we are apparently bound to meet with this difficulty.

I do not pretend that the old way is the only way, or that any method of teaching is infallible, as Governor Wilson, of New Jersey said recently, "In reading history I do not find that all the righteousness and morality of a nation are confined to any one party." Gladly would we welcome any system that gives our high school pupils a knowledge of government. Indeed, we find in the normal school that the majority of our students have never been exposed to either method of teaching. They are eloquent advocates of a compulsory course in civics in every high school, and criticise sharply the curriculum that fails to provide proper training in citizenship.

I have then suggested certain difficulties that apparently appear in the treatment of the subject as it is outlined in the syllabus; perhaps these objections may be easily answered. After all, it is the teacher that counts, and the value of any method depends in the last analysis on the teacher. As far as making civics too bookish, or too abstract, or too literary, or in failing to use concrete material in classroom work, this is not a question of any particular system, only a question of teaching ability. There are teachers who would undoubtedly deaden any method, even one presented to us by divine inspiration; others who lack a sense of adequate proportion, who would emphasize a bill of attainder, another the Direct Primaries Act, but to the teacher whose equipment and enthusiasm are in harmony with the high-school requirements of to-day-the general plan of presentation is not the supreme end - indeed, we might sum up the matter in the words of an old negro doctor in Maryland, who, when asked by a lady if he practiced the allopathic or homeopathic system, answered, I practices 'em both, Missy; but when things is right bad, I uses my brains."

HISTORICAL MUSEUMS.

—"The Historical Museum," by Professor Lucy M. Salmon (Educational Review, February), after a review of the various kinds of museums and the principles of their classification, describes briefly the very successful historical museums of Scandinavia, with especial reference to the open-air museum. That at Stockholm "is an extensive landed property of about seventy acres, situated directly opposite the Northern Museum. Its natural configuration is varied and attractive, and from many points gives a survey

of Stockholm and its environments. Here has been collected a remarkable series of buildings gathered from every part of Sweden, taken down and erected here to give an epitome of Swedish life. It is, indeed, a picture book of the past, on the leaves of which are illustrated the homes, the surroundings, the belongings, the whole life of former generations, and it thus seems to realize the ambitions of its founders and to be an image in miniature of the great fatherland. Not only does the collection represent the houses of nearly every class and station in Sweden, with all their exterior surroundings and interior furnishings, but the natural resources of the country are represented."

MAPS AND PICTURE-POSTALS. BY H. A. CHAMBERLIN, MARY INSTITUTE, ST. LOUIS, MO.

In order to make vivid the different scenes in French history, scores of postal cards and photographs had been passed round a class of young students. And even a small pictorial map of Paris, such as can be purchased anywhere in that city, had failed to give the interest and knowledge desired. So the scheme was devised by which the students themselves took part in making a map, which by its size and continual presence in the class room gave the desired familiarity.

On a window shade, six feet wide, an artist painted an outline of Paris. Then the students brought all the picture postals they could collect, and from these a selection was made according to their proportions, of all the buildings, arches, statues, and columns, most intimately associated with French history. These were cut out and pasted in their respective places.

To those knowing the city and even to those unfamiliar with it, there were many discrepancies of proportion, position, and, vista are obvious. But the advantages are real. The students soon knew most of the buildings by sight, became familiar with their relations to each other, and easily associated them with the historical scenes about which they had been studying.

-A portrayal of "Francis Lieber-His Life and Work," by Professor Ernest Nys, of Brussels, is begun in the January number of the American Journal of International Law. "Soldier at fifteen, student persecuted by the police on account of his liberal tendencies, warm philhellenic enrolled among the volunteers who brought succor to Greece in revolt, tutor in the family of the illustrious Niebuhr, imprisoned on account of his political opinions, journalist in London, director of a college, then professor in a university in the United States, adviser of the American Government in the most dreadful crisis through which a nation ever passed, recognized authority on the law of nations, these several characteristics summarize the career of the man to whom these pages are dedicated."

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PUBLISHERS NOTICE.

This number of the Magazine is the last to be issued under the present management. The paper has been published at a loss for the past two years, and after using many means of advertising, the publishers have reached the conclusion that the constituency is not large enough to support such a paper when conducted as a private business venture. That it could be economically published by some historical or teachers association they are convinced, and they will gladly give detailed information concerning the finances and subscription lists of the paper to those who will use it legitimately for the attainment of such an end.

If arrangements are not made shortly for continuance, subscribers are given the privilege of accepting one of the offers below.

- To receive in cash the equivalent of their unexpired subscriptions.
- 2. To select, as long as the stock holds out, an equivalent of their unexpired subscriptions, in back numbers of the Magazine, a list of the available issues of which is printed on the last page of this number.

The publishers regret the situation which compels them to discontinue the paper. They take this opportunity to thank the subscribers for their support.

McKinley Publishing Co.

Eleven Hundred History Teachers

A recent careful examination of the subscription lists of The History Teacher's Magazine, revealed the fact that there were upon those lists the names of over eleven hundred teachers of history who were not members of the American Historical Association, or of any of the three local associations of history teachers.

This number is about twice the size of the combined membership of the New England History Teachers' Association, the Middle States and Maryland Association, and the North Central Association (now part of the Mississippi Valley Historical Association); it is over one-third as large as the total membership of the American Historical Association; and it is greater than the membership of the Historical Association of England, an organization composed entirely of persons interested in the teaching of history.

In contemplating the existence of this body of teachers out of touch with any professional agency except the MAGAZINE, the query naturally arises, Why are they not members of these associations? The answer to that question is to be found partly in the facts (1) that the associations are not widely advertised, and (2) that these teachers think the associations will not give them the professional assistance which they wish. Evidently these are not careless and indifferent teachers, or they would not have become subscribers to the MAGAZINE; that they should subscribe to the paper and yet not join an association, means in most cases, that they were ignorant of the existence or purpose of these associations, or that they did not care to join.

Setting aside the cases of ignorance, there must be many among these eleven hundred who felt that the associations did not give them an equivalent for the membership fee of one or of three dollars. In the case of the three local associations of history teachers, such an idea could be dispelled by effective advertising, since the reports of these associations contain much that is valuable to the history teacher. In the case of the American Historical Association, the objection has greater point. A member of that association, prominent in secondary school work, said recently "for advancing historical knowledge among the common people, every number of your magazine has had far more influence than scores of American Historical Reviews, which reach only a few

scholars." Doubtless this correspondent wrote hastily, and would probably condemn the latitude of his own statement, but his attitude is one common to secondary and elementary teachers of history who are members of the association. The association has welcomed them into its membership; it has furnished them with its bulky reports and with the scholarly critical and American Historical Review; but it has rarely given them matter of immediate value in their work. It has, of course, applied itself to the study of history in the schools, and by its committee reports, particularly that of the Committee of Seven, it has had a great practical influence upon history teaching. Yet the two recent reports of most interest to all teachers of history below college grade, the report of the Committee of Ten on History in Elementary Schools, and the report of the Committee of Five upon History in Secondary Schools, were not issued to members at all, but were published through commercial publishing houses. With the hundreds of pages of diplomatic correspondence and of archive material annually published was it impossible to give these reports to members, reports which would have occupied not more than seventy-five and thirty pages respectively of the usual type-page of the association's publication?

Such questions naturally arise in the minds of the many teachers of history, members of the association who have not positions in college faculties.

Cannot the association extend its activities to embrace the hundreds of history teachers who have no professional inspiration from any other source? The Mississippi Valley Historical Association has lately accepted the North Central History Teachers' Association as one of its sections: the English Historical Association issues each year a series of leaflets of value to history teachers. Cannot our national association include within its purview not only the field of historical research and criticism. but the field of historical pedagogy as well? Can it not furnish inspiration to the history teachers in the schools of the country as well as to th professors in colleges and universities?

A large proportion of the eleven hundred teachers,—and hundreds of others who are not subscribers to the MAGAZINE,—are ready to join a national association which would advance their professional interests both in its meetings and its publications.

AN ACCUSATION.

"History, in spite of all the zealous discussion of its pedagogical conditions, is still one of the most carelessly and indifferently taught subjects, and one of the least intellectual value in the secondary school curriculum." Thus writes a reviewer in a recent number of "The Nation." The statement is made in connection with a favorable criticism of M. W. Keatinge's new work entitled "Studies in the Teaching of History," which the reviewer believes contains much food for thought and "a deal of chastening and inspiration" for teachers of history. The accusation seems to be a twofold charge: That history is the most carelessly and indifferently taught, and that it is of the least intellectual value in the secondary school curiculum. If the writer meant to imply that the low intellectual value results from the method of teaching rather than from the content of history, a warrantable inference from the context, the charge resolves itself into a severe criticism of the methods used in history teaching.

A True Charge.

Such a charge made in the foremost critical journal of the country is one which cannot be ignored, and-worse than thatcannot truthfully be denied. To any one familiar with school administration the charge that history is the least successful subject in the curriculum accords well with experience. The figures compiled by the secretary of the College Entrance Examination Board show in the subject of history a greater difference between the ideals set by the Board's examinations on one hand and the practice of teachers upon the other, than is to be found in any other major subject. The experience of school administrators and the results of the Board's examinations do not indicate that there is no good teaching of history in this country, but rather that the many cases of careless and slovenly work bring discredit upon the whole profession. To know the cause of a di-ease is to be well on the way towards its prevention, if not its cure; and we may profitably ask the question, Why does this comparative failure of history teaching exist?

One Cause-the Subject-Matter.

Without doubt one cause of this failure lies in the nature of history itself; in its well-nigh endless series of facts, often possessing no apparent relation to one another. No one would ever think of memorizing the figures and details given in the problems of a book on mathematics; nor would a teacher dare require the memoriter recitation of the exercises in a language book; yet in a history text containing several times the amount of printed matter found in a language or mathematical work, the pupil is expected to know the facts given in any one or in all the sentences or paragraphs of the book. No wonder, with an untrained teacher, he feels at sea. In mathematics, the languages and the sciences

the aim is not to acquire a large content, but to learn a method, a habit, a mode of reaction, a rule by which a great many facts may be grouped together and judged, A single geometrical proposition mastered aids in the solution of many more; a single rule of syntax learned permits the formation of a great number of clauses and sentences; a single law of physics or chemistry worked out in the laboratory is the foundation for much higher work-but a single fact of history as given in the text-book or taught in the class-room, may have no apparent relation to anything else which the student is called upon to master. And not one fact alone, but hundreds, may be presented in the same disjointed way, to the despair of the pupil and the irritation of the teacher. We do not deny the existence of a philosophy of history, or even of a science of history, but we do mean to say that history, by the very nature of its subject-matter, presents a far greater number of discreet facts to the pupil's observation than any other major subject in the curriculum.

Administrative Officials.

Part of the blame for poor history teaching must be laid at the door of principals and schedule-makers. These have almost uniformly insisted upon the insertion of history into their curriculum. Whether this determination was a result of a desire to give to pupils the added culture of history courses, or of a desire to foster patriotism, or simply because some outside power required work in history is aside from our point. The fact is that school administrators have given to history a place of dignity in their schedules. But have they treated it as well in the matter of instructors? Experience has shown that almost every one upon the teaching staff is expected to possess the ability to teach history; it is often given over to a person whose teaching time is not full. frequently to the teacher of mathematics. A person who has had no training in the classics, or in modern languages, or in mathematics, cannot, fortunately, be placed in charge of classes in those subjects. In history, unfortunately, one possessing a good memory and a glib tongue may read his text-book a week ahead of the class, and call himself a teacher of history. Officials seeking the line of least resistance and the lowest margin of salary expense, thus reject the proposal to employ a trained history teacher. and instead turn the subject over to a partially occupied teacher of another subject.

College History Departments.

Still another part of the blame attaches, or until very recent years has attached, to the departments of history in colleges and universities. In the first place, the college professor often flattered himself that he was presenting history as a cultural subject, and he refused to face the fact that any of his students would ever be called upon to teach it. He laughed to scorn the pedagogy of history, and said that each

man would work out his own salvation or damnation. He would condescend to discuss historical methods with his students. so far as research methods went; but would turn away with disgust from all questions pertaining to the method of presenting history in the class-room. This picture does not apply to the new school of college professors who are enthusiastically interested in professionalizing the teaching of history, and it does not deny the fact that to-day many colleges are conducting history courses for teachers of the subject. But the fact remains that the professional chasm which existed in the past between the college professor and the school teacher of history has had much to do with keeping down the standard of class work in the subject.

In the second place, the colleges have required history for entrance, but they have stated only in the most general terms the work preliminary to the examination. "Greek history to the death of Alexander." " Medieval and Modern history as in text," and similar statements are still to be found in many college catalogues. Such statements give no clue as to the method to be pursued in teaching the subject, no hint as to the important topics, and no guide as to the standard to be maintained, by the school. It is gratifying to note here, too, that the colleges are losing this spirit of indifference and that a number of recent catalogues contain far more detailed statements. Much, however, still needs to be done in pointing out the topics to be emphasized and those to be omitted.

The Teacher Himself.

But. after all, we cannot lay all the blame upon others; it must be admitted that the teachers should share the criticism. Some have voluntarily entered upon the subject without proper preparation; some have not kept up to the times, and others have refused to accept suggestions for the betterment of their class-work. If his work is poor, the teacher cannot put off the entire responsibility upon his principal, or the colleges, or the nature of the subject—in the last analysis he is responsible; for he has voluntarily taken a work in hand, and morally he is bound to show himself a good workman or else leave his work for another to do.

Means of Improvement.

Admitting that history teaching even today is weaker than the instruction in any other major subject, we ask the question. how can the conditions be improved? They can be improved by principals, colleges, and teachers of history facing the facts and working together to raise the standard. The principal should realize that history adds no element of strength to his curriculum unless it is well taught; better that he should omit it altogether. Because it is more difficult to obtain good results from it, he should place the subject, not in the hands of his weakest, but of his strongest, teacher; and he should seek for it a person who has been trained in history pedagogy.

Again, the college department of history must realize that it is responsible for the existence of poor history teaching in the schools. It can, if it will, materially improve conditions. Its courses should, it is true, be designed to impart general culture, and to present broad surveys of history to the ordinary undergradute; to train the same undergraduate in scientific methods of collecting and weighing evidence and reaching generalizations; or even in the higher work to produce trained specialists in historical methods,-but with all of these one thing is still lacking—the realization that some of the students of the history department will become teachers of the sub-

No one objects to the insertion of homiletics, apologetics, or pastoral theology in a theological course; we train our law students not only in the facts of the law, but in the method of presenting a case before the court; and we furnish elaborate clinics and hospital experience for physicians. If history teaching is ever to be raised from the disrepute into which it has fallen, it will come from the conscious endeavor of the departments of history in our colleges and universities to produce not only men of culture, or historical specialists, but in addition to these, teachers of history for schools and colleges. In many parts of the country the history departments have awakened to the truth of this fact; courses are given in a number of universities for the training of history teachers; and history courses in the summer schools have helped greatly. But much more needs to be done.

Professionalization.

The great desideratum to-day is the erection of history teaching into the realm of a profession. By a profession we mean one of the more intellectual callings of life, possessing known standards, objective methods of preparation, a strong esprit de corps among its members, and some recognized service or standing in the community. History teaching by no means measures up to this definition to-day, in spite of the great advances that have been made in the last few years. But there are signs of a wider professional interest among history teachers. Colleges have never before done so much for the present and the future teacher of history; many college-trained students of history are entering secondary schools, and even elementary schools; history teachers' associations are stronger and more active than ever before. Much can be done within the next year if all will unite to strengthen the professional spirit. The cooperation of all history teachers in schools and colleges is needed; and the harmonious action of local and sectional associations must be established. Over all there should spread the genial influence of the greatest power for good in history teaching in this country -the American Historical Association.

Reports from the Historical Field

WALTER H. CUSHING, EDITOR.

NOTES.

Dr. Albert H. Lybyer has been promoted to a full professorship in Medieval and Modern European History in Oberlin College.

Miss Mary H. Cutler, formerly of Wheaton Seminary, has been appointed head of the History Department of Mills College, California.

Professor Charles H. Haskins was a delegate from Harvard University to the Congrès du Millénaire Normand, June 6th to 10th.

Mrs. Lois K. Mathews of Wellesley College, has been elected Associate Professor of American History at the University of Wis-

Professor U. B. Phillips has been appointed Professor of History at the University of Michigan.

Dr. Arthur L. Cross has been promoted to a Professorship of English History at the University of Michigan.

Dr. William E. Lunt, of Wisconsin, has been elected Professor of History and Political Science at Bowdoin College.

Dr. Sydney K. Mitchell has been made Assistant Professor of History at Yale University.

Dr. R. L. Schuyler has been appointed Assistant Professor of History at Columbia.

Professor Bernard Moses of the University of California, has retired from teaching. His successor is Professor David P. Barrows, recently Director of Education of the Philippine Islands.

Professor Theodore S. Woolsey has resigned his Chair in International Law at Yale on account of ill health.

Mr. O. C. Hormell has accepted a position in the History Department at Bowdoin College. His successor at Clark College is Mr. R. W. Paterson.

Recently appointed instructors in the Department of History, Politics and Economics at Princeton University are Dr. D. H. Magruder, Mr. J. A. Estey, and Mr. J. A. Winston.

The Bureau of Education of the Department of the Interior announces an examination for the position of editor (male) in the Bureau, paying a salary of \$2000 a year. Applications must be filed at Washington not later than September 23, 1911.

The attention of history teachers is called to the fact that the Blue Print Department of the University of Illinois has issued small blu print maps of Paris in 1789 and Florence about 1470. These are about eight by ten inches, and can be obtained from the Department for five cents a copy.

The Short Ballot Organization, an association interested in explaining a method of simplifying politics, issues a series of free pamphlets which will be found interesting

by all teachers of history and government. Those already issued and future numbers will be sent free to teachers upon request to the Secretary, Richard S. Childs, 383 Fourth Avenue, New York.

The North Central Association has become the Teachers' Section of the Mississippi Valley Historical Association and an executive committee of six; E. C. Page, De Kalb Normal School, Chairman, will arrange the program, and conduct the section meetings. The Secretary is Mr. Howard C. Hill, Oak Park High School, Oak Park, III.

Labor Laws and their Enforcement, with special reference to Ma: sachusetts, being volume two of "Studies i:: Economic Relations of Women," edited by Susan M. Kingsbury, Ph.D., of Simmons College, and Head of the Department of Research of the Women's Educational and Industrial Union of Boston, has been published by Longmans.

The July number of the New England Historical and Genealogical Register contains an article on Bells of Harvard College, by Dr. A. H. Nichols, of Boston.

The Annual Report for 1910 of the New England Association, which was unavoidably delayed, has been received from the printers, (and will shortly be in the hands of members of the North Central and Middle States Associations as well as those of the New England Association). Accompanying the Report will go a catalogue of the Collection of Aids to History Teaching, samples of the Henderson collection of pictures and a copy of the descriptive pamphlet which Dr. Henderson has prepared to accompany the collection.

HISTORICAL PICTURES AS SOURCE MATERIAL.

MABELLE L. Moses,

Secretary, Committee on Historical Material, New England History Teachers'
Association.

One of the most difficult problems before the teacher, whatever his subject, is so to present the work that it shall be real to the student, something which he actually comprehends, and which, therefore, becomes a part of his every-day thinking. The student of mathematics gains such a knowledge because by actual manipulation of figures he acquires a sense of power to attack new problems; the student of language gains such a knowledge through his increased facility in the use of the language which leads him constantly into broader fields. For the student of history the problem is more difficult. Too often he sees the facts only as they stand on the printed page without being able to grasp the social and economic features by which the political must be interpreted, or indeed without grasping the true relation of the political, because he lacks the perspective which makes such a grasp possible.

We know what a trip to the National Capitol does to make the workings of the American Constitution real to the boy or girl; what a visit to the State House does to throw light on the government of the State; how a trip to Mt. Vernon helps to make Washington really live in the imagination; how a visit to the house in Washington where Lincoln died, and which now is used as a museum for the preservation of Lincolniana, helps to make vivid the circumstances of the death of the martyred president, and quicken the sense of the greatness of the man and the greatness of his services to the nation.

This same sort of inspiration in European history may be gained by the older student through a trip to Europe. A visit to Stirling Castle gives one an understanding of the Lattle of Bannockburn, of Robert Bruce and William Wallace, which pages of history could not give; a visit to Fountains or to Furness Abbey makes real the cloistered life or the Middle Ages; the wonderful collection of manuscripts in the Bibliotheque Nationale makes real the services of the monks in the preservation of learning through the so-called "Dark Ages"; a visit to Mont Saint Michael, Saint Malo, Chatres, Chester, enables one to recreate in one's own imagination the town life of the Middle Ages.4

Such knowledge must come to him through illustrative material which in the hands of the skillful teacher may be made to quicken his interest and help him to interpret facts which otherwise would escape him.

In the publication of THE HISTORY TEACH-ER'S MAGAZINE for April and May of this year, a bibliography was given of the material-maps, charts, books, and wall pictures -which the Committee upon Historical Material has already collected. It is the plan of this committee further to extend its work by reproducing from authentic material illustrations which will be of value to students and teachers. It is hoped that by making this material accessible to teacher and student at a nominal price the work in Greek and Roman history which is already so successfully carried on in many schoolrooms will be extended to Mediaeval and to English History.

Without the generous interest and cooperation of Dr. Ernest F Henderson, who has placed at the disposal of the committee material which he has been years in acquiring, the work of the committee must have made slow progress. Because of this help, however, we are able to announce that in September we shall offer one series on the Court of Louis XIV, and the beginning of two other series, one on the Kings and Queens of England, the other on Roman remains in the provinces of the Empire.

* For the younger student the knowledge of American History may be vivified by a visit to the State or National Capital, to the town or city council; but the second method of obtaining first hand knowledge, the trip to Europe, is for him quite impossible.

In starting this work the co-operation of teachers and a certain amount of patience on their part are needed. The subjects chosen to start with will of course appeal to one teacher much more than to another, but it is hoped in time to fill the widest needs and to furnish a mass of this fine illustrative material such as no one text book can possibly show. It has seemed to the committee in charge of the work that here is a grand opportunity for usefulness. The single sheets, which can readily be distributed among the pupils and preserved in their note-books have thus a great advantage over illustrations in books and can be used with any and every text book.

It is impossible here to describe in detail each of the pictures that are to form even our first installment; but a word or two can be said as to the definite ideas that are to be gained from some of them. There are nearly a dozen pictures showing the exterior and interior of the palace of Versailles. It should be brought home to the pupil that this is one of the grandest monuments of modern history, that it is the outward and visible sign of the glory of the French monarchy, that this palace was the centre of art, of fashion, and of etiquette for all the courts of Europe. The pictures show how the palace developed from the little hunting box of Louis XIII to the great structure, 900 feet long, of the end of Louis XIV'S reign.

A dozen more pictures are devoted to the Fountains of Versailles, which, as is well known, consciously tend to show the glory of Louis XIV as the sun-king-we have the birth of Apollo, his rising from the waves with his great steeds and his turning in to rest in the Grotto of Thetis after the day's work is done. We have several fountains from the Labyrinth, too, each illustrating a fable of Aesop, the object of the whole having been, we are told, to teach the Dauphin his fables. We have curiosities in the way of fountains too-the Marais or Swamp from which every leaf and every blade of grass spurted forth its separate stream of water, and the water theatre, where the scenery was formed by screens of falling water. Our collection gives further a number of Portraits: of Louis XIV, of the Queen, of Madame de Montespan and Madame de Maintenon, of the King's brother always known as Monsieur, of that brother's wife always known as Madame, of the Dauphin and Dauphiness, of the Duc d'Anjou, the Duchess of Bourgogne, of Prince Eugene and the Duke of Marlborough.

The most curious pictures in the collection are those relating to fêtes, celebrations and ceremonies: Balls in the Gallerie des Glaces, illuminations or fire works in the parks, open air plays, receptions of ambassadors and foreign princes, very curious pictures of the "apartments" which took place three times a week ("drawing-rooms" we should call them in modern court parlance) which show the costumes and head-

dresses and which show the peculiar etiquette of seating one and one only in an arm-chair, others in chairs with a back, others in chairs without a back, one on a mere stool, and others standing. Several pictures illustrate the magnificent funerals of French royalty: the torch light procession to St. Denis; the lying in state in the receiving-vault, the final grand ceremony.

Several pictures, finally, are devoted to the early history of Louis XV: the entry of his little intended bride, the Spanish infanta aged four; his meeting with her; his own entry into Rheims; the procession before the cathedral, the crown with which he was crowned. In our other series, of the portraits of the Kings and Queens of England, the first numbers to be issued will be fine portraits of James I, of Charles I and his wife, of William and Mary, of George I, of George II, of George III, and of his wife, Queen Charlotte.

With proper encouragement there is no length to which the committee is not prepared to go in the publication of the kind of material that will visualize and animate history. Suggestions will be gladly received.

The committee is prepared to fill orders, either for the series of the Kings and Queens of England or for that of the Court of Louis XIV. Prices (introduction), \$2.00 per hundred; \$.05 for two; or \$.03 each; (postage extra). Intermation will be gladly furnished or pictures sent, on application to Isabelle L. Moses, Secretary for the Committee, Deer Isle, Maine, R. F. D. 101 (address, July 4 to Sept. 15). After Sept. 15, 19 Putnam Street, West Newton, Mass.

NORTH CENTRAL ASSOCIATION.

By vote of the North Central History Teachers' Association, on Saturday, May 20th, at their annual meeting, held in the Swift Engineering Hall of Northwestern University, at Evanston, Ill., the association as a separate organization was discontinued and it was made the Teachers' Section of the Mississippi Valley Historical Association. This action was the result of an invitation from the Mississippi Valley Association and discussion at the joint meeting of the two organizations. The new teachers' section was organized by electing an executive committee of six members, consisting of E. C. Page, of De Kalb Normal School, Chairman; Howard C. Hill, Oak Park High School, Secretary; A. H. Sanford, La Crosse State Normal School; Laurence Larson, University of Illinois; Miss Alice E. Wadsworth, Evanston Township High School; and Miss Josephine Cox, Shortridge High School, Indianapolis. The program was carried out under Dr. Woodburn's guidance as announced in the May Number of THE HISTORY TEACHER'S MAGAZINE. The attendance was small because the meeting came at the end of a four-day joint meeting with the Mississippi Valley Historical Association.

CALIFORNIA HISTORY TEACHERS.

The semi-annual meeting of the History Section of the California Teachers' Association was held on July 15th, at Berkeley, in connection with the summer session of the University of California. Following as it did the National Education Association Convention at San Francisco and with excellent speakers as an attraction, the session was attended by about 150 history teachers.

With peace as the general topic, the first address was by President David Starr Jordan, of Stanford University, on "War—The Other Side." The speaker showed clearly that war is anything but glorious, as so often depicted. The statement was made, on good authority, that the United States could have secured her demands from Spain without recourse to war.

President S. C. Mitchell of the University of South Carolina followed with an eloquent address on "The Present Status of the Peace Movement," in which he outlined the forces making for peace. During the meeting notice was also given that free literature on peace can be secured from the American School Peace League, 405 Marlborough Etreet, Boston, and from the American Association for International Conciliation, Sub-station 84, New York City.

Mr. H. W. Edwards, of the Oakland High School, made some useful suggestions in regard to the teaching of peace, in which the high school teacher of history has an especially good opportunity. The cost of war should be emphasized, letting the facts speak for themselves. The teacher should bring home to the boys and girls their power and responsibility in the peace movement.

Book Notices

SHEPHERD'S HISTORICAL ATLAS.

A work of very great interest to every teacher of history in the country is the new "Historical Atlas," by Professor W. R. Shepberd, and published by Henry Holt & Co. The work adequately meets the insistent demand for an historical atlas in English. The map work is beautifully done by German map-makers and lithographers, whose work cannot be equalled by English or American workmen and designers. The editorial work has been ably done by Prof. Shepherd, who has had the advice of many American historical scholars, While the atlas has the same general appearance as the well-known work of Putzger, it possesses, in addition to the fact of its being in English, two very dec'ded advantages over the German atlas. It contains many more maps than its German rival, those devoted to topical subjects showing a marked increase; and it does not possess the German antipathy to including maps of England and of France, which are woefully lacking in the Putzger.

When so much is given which we have not possessed previously in any atlas in any language, 't may seem ungracious to suggest others that are not included; yet it must be said that at least two maps could have been inserted which would have added materially to its usefulness: one showing the territorial growth of Prussia, similar to the ones in Putzger, and one of all Europe in 1815.

The atlas is by far the most serviceable contribution to historical pedagogy which has been issued from an American press in many years. It will become the standard work for class-room and library use. The thanks of English-speaking teachers of history should be given to Professor Shepherd and to his publishers for the scholarly manner in which the editorial and mechanical difficulties of such a publication have been mastered.

["Historical Atlas," by William R. Shepherd. 321 pp. Price, \$2.50. Henry Holt & Co.]

MARRIOTT'S SECOND CHAMBERS.

Reviewed by John Haynes, Ph.D.

This volume, the preface states, is really a part of a larger work which is in preparation. It was not primarily intended as a contribution to the pending question with reference to the British House of Lords. Nevertheless, its conclusions are directly applicable to that question. The book contains chapters on the British House of Lords, the American Senate, the German Bundesrath, the French Senate, the upper houses of Australia, Canada and South Africa, together with a chapter briefly treating various other second chambers. The treatment is not at all exhaustive, even for any particular country. The account of the United States Senate gives the impression that it is an entirely satisfactory institution. No hint is given of the widespread dissatisfaction with it which exists in this country, nor of the strong and persistent demand for the popular election of Senators. The bibliography fails to contain the names of some books which would have given the author scholarly criticisms by American writers. On the title page the work is called an inductive study in political science. The conclusions drawn from this study are that bicameralism is an essential attribute of federalism and that it is equally indispensable to a unitary State. Neither of these propositions seems to be really proved. Nor do the cases of abandoned unicameral governments at all prove that such a government in the future might not be eminently successful. The book closes with the statement of various proposals which have been made for reforming the House of Lords.

["Second Chambers." By J. A. R. Marriott, A.M. Pp. vii, 312. Oxford University Press, 1910. Price, \$1.75.]

Correspondence

GUTENBERG BIBLE.

EDITOR HISTORY TEACHER'S MAGAZINE:

Sir: I beg to call attention to the note in your number for March, 1911, concerning the frontispiece for that number, a reduced fac-simile of the last lines from the Book of Revelation of the 42-line Latin Bible printed by Gutenberg at Mainz before 1450-55, which, according to your note, is being reproduced in fac-simile by H. Welter, of Paris. The facts of the case are that the plan of reprinting the 42-line Bible was originally conceived by the Insel-Verlag, of Leipzig. Later, Welter announced his intention of issuing a reproduction of this work, and there was a good deal of feeling over the conflict of the two projects. This, however, has been removed by the withdrawal of Welter's proposition, leaving the reproduction of the 42-line Bible in the Insel-Verlag, and taking upon himself the reproduction of the 36-line Bible.

THEODORE W. KOCH.

Ann Arbor, Mich.

WHAT IS HISTORY?

EDITOR HISTORY TEACHER'S MAGAZINE,

DEAR SIR: In Prof. Cheyney's address in your December, 1910. issue, it seems to me that he is guilty of the same serious fallacy that the most of the present-day historians commit. Like them he is lead away by a false analogy between human beings and material things. Generally, this modern school conceives of its subject as of the observational sciences, such as chemistry, physics, geology. But right there. to my mind, they make their egregious mistake. These subjects deal with inanimate substance, while history treats of conduct and action which result from ideals and motives, the most intangible matters in the whole domain of human interest. The chemist knows that gold is the same everywhere and all the time, the historian cannot find two instances in his field that are the same in all respects. Hence, there can be no such thing as the science of history. All of us agree that there is no such thing as the science of our daily life, still less can there be a science of our past life.

Again, when we reflect upon the utter impossibility of getting all the facts touching any event, we see how completely the suggested parallel with science breaks down. With the myriad of statements and the ocean of information provided for us every morning and afternoon by the papers and every minute of the waking day by our own senses, so little do we know of the present that no thoughtful man pretends to predict human destiny for the next twenty-hours even.

Prof. Cheyney appeals for a passionless study of the past, with the aim of finding the truth in the same neutral way that the scientist pursues his labor. Is that possible if we are to recreate any segment of the past? The vital element there will entirely elude us because we overlook the part played by human feeling; or, in other words, that decisive force of human nature. Can we give the truth if we are not in sympathy with the subject that we are describing?

As I have said, no one knows the present, still less can he know the past. But the contemplative minds among us observe their fellow-creatures and reach conclusions or receive impressions. When they clothe their opinions of any portion of the path that the race has trodden, in readable language, we have a good history, when they do this with literary skill we have a great history. All histories that have lived have had the personality of the author shadowed on nearly every page, the scientific ones, the monographs and studies, composed in colorless fashion, are dustcovered in the library. If history has any work at all to do in shaping the lives of men, it will do so as a form of literature, as a species of culture and not as an example of scientific research aside from the basic influences of natural environment.

Lest some may think this note is a case of "sour grapes" I may say that I am a Ph.D. in history from a leading university, and have written several books that are as scientific and as dull history as anybody can write.

"STUDENT."

Washington, D. C.

MIDDLE STATES ASSOCIATION.

EDITOR HISTORY TEACHER'S MAGAZINE:

It is the general impression that the recent meeting of the history teachers of the Middle States' at Washington was not well attended. The Association of Colleges and Preparatory Schools of the Middle States, and Maryland also, is making strenuous efforts to keep its attendance up to a respectable number. I for one could not leave my duties to attend the meeting at Washington, and I know a number of other teachers who would have attended had they been able to get away. History teachers hesitate to go to the Thanksgiving meeting of the General Association unless there is to be some discussion of their own subject at that time. What reason can there be for not holding both meetings at the same time and place? A large majority of the teachers to whom I have been able to speak would welcome such an arrangement. The number of associations that one must attend multiplies so rapidly that the reasons for having two meetings where one would suffice must be exceedingly cogent. May one ask for an expression of those reasons in your columns?

Respectfully yours, EDGAR DAWSON.

TESTING COLLATERAL READING.

EDITOR HISTORY TEACHER'S MAGZINE:

The excellent article by Prof. Perkins in THE HISTORY TEACHER'S MAGAZINE for February offers several points for a comparison of experience by teachers in testing collateral reading. Hoping that there may be expressions from others, I offer a few suggestions on a plan which has been helpful to me.

I think that all teachers who attempt something in the way of collateral reading realize that the great difficulty is in testing it in such a way that the teacher knows that the student has read the assigned work, and also knows what such work by the student is worth. To reduce to a minimum the temptation of students to copy outlines worked out by other students, and to test such outlines when handed in, I have fornd the following method helpful: Students are required to do collateral reading on an average of twelve to fifteen pages a day in American History, and outline such reading in a loose-leaf note-book. These leaves are to be removed from the note-book, fastened together with a clasp and handed in each day. The student's name is on the margin, so it will not show when the note-book is finally completed and bound together. By having the work handed in each day at class time, it reduces to a minimum the temptation to copy, because such work is usually done by a student when he gets behind in his work. To be able to recall at any time, whether work was handed in on time. I use a stamp dater on the papers each day. Papers are handed back to the students in time for review before the test at the close of each six-weeks period, and are then arranged in note-book in order of dates as stamped on

The whole process of testing the reading is about as follows: I have outlined on half sheets and in permanent files the readings to be assigned. We have followed the suggestion which Prof. Perkins makes of having several duplicate copies of books for outside reading. I have outlined the read-

ing in each book which the student may offer as collateral reading. When work is handed in, I run through the papers quickly with the dater and group readings-Gordy in one pile, Bassett, Federalist System in another, &c. Then I take up each group and glance through them, comparing them with my own outline of that particular reading. If copying has been done, this will likely reveal it. It shows whether the student has grasped the important points in the reading. It keeps readings up to date, and does not require very much time on the part of the teacher-not as much time as one would think. It takes about fifteen to twenty minutes each day to check up the readings. The most work about the plan as far as the teacher is concerned, is in outlining the work beforehand, but it pays to do it.

If I am pressed for time, I simply use the dater for a few days, and then test by comparison. This is in line with a suggestion which I heard a University Professor make -"You need not eat a tub of butter to tell whether it is good or bad-sample it." The student does not know what work is tested complete'v, in fact he does not know but what it all is (and I do test most of it); if work comes in late, the dater shows it; some questions are asked in class upon the work-consequently there is little trouble in getting the reading done.

> W. P. SHORTRIDGE, Elkhart (Ind.) High School.

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